
SOCIAL STUDIES

10-20-30

A. PROGRAM RATIONALE AND PHILOSOPHY

Social studies is a school subject that assists students to acquire basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, and the humanities. The content serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The Alberta Social Studies Program takes the following factors into account:

The Nature and Needs of the Learner: The expected learnings are consistent with the social and intellectual maturity of the students.

The Nature and Needs of a Changing Society: The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.


The Nature of Knowledge in Each Subject Area: The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of the students.

The Learning Environment: The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to

meet the needs of the learners. It addresses the needs and conditions in schools and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and communicate information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills and strategies that they can apply to a variety of situations. Therefore, the concept of learners as receivers of information should be replaced with a view of learners as self-motivated, self-directed problem solvers and decision makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.

In order to accommodate students with a wide range of abilities, needs, interests and aspirations, two sequences for the Senior High School Social Studies Program have been developed. Although the content, skills and attitudes are similar for both sequences, the expectations for Social Studies 10-20-30 are more challenging, particularly in the depth of concept development, the level of critical and creative thinking, and inquiry skill development. The nature of the student learning resources that are approved for each sequence differ.



Digitized by the Internet Archive
in 2012 with funding from
University of Alberta Libraries

<http://archive.org/details/socialstudies10200albe>

SOCIAL STUDIES

10–20–30

A. PROGRAM RATIONALE AND PHILOSOPHY

Social studies is a school subject that assists students to acquire basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, and the humanities. The content serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The Alberta Social Studies Program takes the following factors into account:

The Nature and Needs of the Learner: The expected learnings are consistent with the social and intellectual maturity of the students.

The Nature and Needs of a Changing Society: The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.

The Nature of Knowledge in Each Subject Area: The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of the students.

The Learning Environment: The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to

meet the needs of the learners. It addresses the needs and conditions in schools and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and communicate information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills and strategies that they can apply to a variety of situations. Therefore, the concept of learners as receivers of information should be replaced with a view of learners as self-motivated, self-directed problem solvers and decision makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.

In order to accommodate students with a wide range of abilities, needs, interests and aspirations, two sequences for the Senior High School Social Studies Program have been developed. Although the content, skills and attitudes are similar for both sequences, the expectations for Social Studies 10–20–30 are more challenging, particularly in the depth of concept development, the level of critical and creative thinking, and inquiry skill development. The nature of the student learning resources that are approved for each sequence differ.



EX LIBRIS
UNIVERSITATIS
ALBERTENSIS

B. GENERAL LEARNER EXPECTATIONS

RESPONSIBLE CITIZENSHIP

Responsible citizenship is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. The “responsible citizen” is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating constructively in the democratic process by making rational decisions
- respecting the dignity and worth of self and others.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges of, and keep pace with, an ever-changing world. Therefore, emphasis is placed on learning those social studies facts, concepts, generalizations and skills that are useful for lifelong learning and responsible citizenship.

Social studies is organized around knowledge, skill and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, skills and attitudes acquired from the school, the family and the community.

In order to understand why people act the way they do, one has to examine the underlying reasons for their actions, including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (value analysis, decision making) is incorporated in the skill objectives.

KNOWLEDGE OBJECTIVES

To be a responsible citizen, one needs to be well-informed about the past as well as the present, and to be prepared for the future by drawing from history and the social sciences disciplines. The knowledge objectives take into account the history of our community, the nature of a democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological and economic environments.

Knowledge objectives for social studies topics are organized through generalizations and key understandings, concepts and related facts.

- Generalizations are rules or principles that show relationships among two or more concepts.
- Key understandings are statements of major understandings related to the content of the unit.
- Concepts are ideas or meanings represented by words, terms or other symbols that stand for a class or group of things.
- Facts are parts of information that apply to specific situations; for example, specific statements about people, places, events or ideas.

SKILL OBJECTIVES

Skills are taught best in the context of use rather than in isolation. While skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially and are intertwined with the knowledge and attitude components. Skill objectives for social studies are grouped into the following categories:

- Process Skills
- skills that help one acquire, evaluate and use information and ideas

- Communication Skills – skills that help one express and present information and ideas
- Participation Skills – skills that help one interact with others

intended to be exclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful and of interest to students. Issues and questions can be teacher- or student-generated.

Inquiry Strategies

Inquiry strategies help one answer questions, solve problems and make decisions, using process, communication and participation skills. Thinking skills are developed by providing students with many experiences, using strategies, such as problem solving and decision making. The intent is to provide many opportunities within a topic/grade to use problem solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those that have an answer based on the available evidence, to those that are issues that need to be resolved. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Issues and questions may be investigated, using different strategies. Critical thinking and creative thinking may be encouraged by using a variety of inquiry strategies, such as the problem-solving, decision-making and inquiry process models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be best. At other times, a more flexible approach may be used. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity. Problem solving is a strategy of using a variety of skills to answer a question or solve a problem (who, why, what, where, when, how). Decision making is a strategy that uses values and a variety of skills to determine a solution to a problem/issue that involves a choice (should, how should, to what extent should) and that requires a decision for action. Large issues requiring a policy decision may be addressed through an inquiry strategy. The strategies provided in curriculum documents vary from elementary through secondary levels.

Each topic includes a section entitled Issues and Questions for Inquiry. These sections are not

A Model for Answering Questions or Solving Problems

- Define a question/problem
- Develop questions or hypotheses to guide research
- Gather, organize and interpret information
- Develop a conclusion/solution

A Model for Making Decisions

- Identify an issue
- Identify possible alternatives
- Devise a plan for research
- Gather, organize and interpret information
- Evaluate the alternatives, using collected information
- Make a decision; plan or take action consistent with the decision, if desirable and feasible
- Evaluate the action plan and decision-making process

A Model for the Inquiry Process

- Identify and focus on the issue
- Establish research questions and procedures
- Gather and organize data
- Analyze and evaluate data
- Synthesize data
- Resolve the issue
- Apply the decision, or postpone taking action
- Evaluate the decision, the process, and, where pertinent the action

ATTITUDE OBJECTIVES

The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, and learning in an atmosphere of free and open inquiry. Attitude objectives should receive continuous and informal evaluation.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students should develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities: local, regional, national, global
- positive attitudes about democracy, including an appreciation of the rights, privileges and responsibilities of citizenship
- an attitude of responsibility toward the environment and community: local, regional, national, global.

C. SPECIFIC LEARNER EXPECTATIONS

The **specific** learner expectations in Social Studies 10, 20 and 30 are organized into knowledge, skill and attitude objectives. These objectives will be integrated into appropriate classroom experiences (exercises and activities) for learners. The **required** component comprises 80% of the program and is represented by topics and statements of objectives that follow. The required component contains the knowledge, skills and attitudes that all students should be expected to acquire. The **elective** component should occupy 20% of the program. The elective component provides enrichment and remediation consistent with the content and objectives of the required component and provides opportunities to adapt or enhance instruction to meet the diverse needs and abilities of students.

The study of **current affairs** adds considerably to the relevance, interest and immediacy of the Alberta Social Studies Program. It is expected that current affairs will be handled as inclusions and extensions of curricular objectives, not as a separate topic isolated from the program. Examination of events or issues of significant local, national or international importance is encouraged, provided a balanced approach to the goals of responsible citizenship is employed and the prescribed objectives of the course are met.

Evaluation, within the Alberta Social Studies Curriculum, is the process of collecting, processing, interpreting and judging program objectives, teaching strategies, student achievement and instructional resources. Evaluation is important during all phases of planning and learning. It should begin with an assessment of student needs, and include consideration of ways that basic resources and support materials can be used to improve learning. Ongoing evaluation determines how well students are achieving prescribed objectives and permits the planning of specific learning experiences. Evaluation should assess the degree of overall success in meeting learning expectations in the program including knowledge, skill and attitude objectives. Knowledge and skill

objectives should have equal weight in the evaluation used to calculate grades. Assessment of attitude objectives should not be used in calculating grades.

SOCIAL STUDIES 10

CANADA IN THE MODERN WORLD

Topic A: Challenges for Canada: The 20th Century and Today

DESCRIPTION

Students will acquire an understanding of forces and events that have influenced the development of Canada and are shaping the lives of Canadians today. This study will focus on the achievement and maintenance of Canada's sovereignty, the effects of regionalism and the development of a national identity.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- assess the action required to maintain Canadian sovereignty in an interdependent world
- interpret the long-term effects of regionalism on Canada
- assess the importance of Canada developing a strong national identity.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities, such as role playing, simulations, debates, presentations or research assignments that give them an opportunity to participate, and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed, using appropriate inquiry strategies (see page 4). Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Examples of Issues

- To what extent should Canada maintain her sovereignty?
- Should Canada continue to be a part of various alliances?
- Should Canadians pursue a strong national identity?

Examples of Questions

- What is the Canadian identity?
- How does bilingualism and multiculturalism affect Canada?
- How does regionalism affect Canadian sovereignty?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. It is intended that each topic should receive equal

emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: SOVEREIGNTY</p> <p><i>Students will be expected to understand that:</i></p> <p>a. geographic factors influence a nation's sovereignty</p> <p>b. the achievement of sovereignty has been a developmental process shaped by internal and external forces</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>sovereignty</p> <p>independence nationhood nation–state national identity</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Briefly review Canada's geographic location in the world:</p> <ul style="list-style-type: none"> • boundaries • trade and transport links to the world <p>Examine historical and current involvements that contribute to Canadian independence:</p> <ul style="list-style-type: none"> • Canada's role in World War I <ul style="list-style-type: none"> – aims and contributions – consequences • attaining independence <ul style="list-style-type: none"> – <i>Treaty of Versailles</i> – League of Nations – <i>Statute of Westminster, 1931</i> – Newfoundland, 1949 – the <i>Constitution Act, 1982</i>

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: SOVEREIGNTY (continued)</p> <p>c. there are benefits and costs attached to independence/sovereignty</p> <p>d. a nation's foreign policy must be balanced between its interests and the interests of other nations</p> <p>e. the consequences of foreign policy can result in conflict or cooperation with other nations</p>	<p>intervention international relations</p> <p>foreign policy middle power</p> <p>global community alliances conflict cooperation collective security</p>	<p>Briefly examine Canada's efforts to maintain security:</p> <ul style="list-style-type: none"> • Canada's role in World War II <ul style="list-style-type: none"> – contributions • Canada's role in the Cold War • current defence policy <p>Briefly examine Canada's foreign policy:</p> <ul style="list-style-type: none"> • Department of Foreign Affairs and International Trade • aims and objectives of Canada's foreign policy <p>Briefly examine Canada's involvement in the global community with attention to:</p> <ul style="list-style-type: none"> • Canada and the United Nations: <ul style="list-style-type: none"> – examples of Canadian involvement in selected UN agencies – peacekeeping activities; e.g., Suez crisis, Bosnia – military actions/peace making; e.g., Korea, Gulf War (Iraq–Kuwait) • Canada/United States of America relations: <ul style="list-style-type: none"> – defence agreements; e.g., NORAD – boundary disputes (choose one example—Arctic, Northwest Passage, Fisheries) – trade; e.g., NAFTA – environment (choose one example—acid rain, water pollution) • Canada and the Pacific Rim: <ul style="list-style-type: none"> – location – markets/trade – current initiatives – future importance • Canada and Europe: <ul style="list-style-type: none"> – joint defence; e.g., NATO, G7/G8 – trade and the European Union

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME III: IDENTITY (continued)</p> <p>c. bilingualism and multiculturalism are fundamental to the Canadian identity</p> <p>d. interaction among groups influences one's identity</p>	<p>bilingualism multiculturalism</p> <p>cultural identity</p>	<p>Briefly review why Canada is a bilingual and multicultural country by referring to our historical background in order to understand our official policies:</p> <ul style="list-style-type: none"> • Aboriginal peoples • two founding nations • other cultural groups • bilingual policies • multicultural policies <p>Examine examples of interaction with others in order to understand how they shape one's cultural identity:</p> <ul style="list-style-type: none"> • legitimacy of self • majority–minority status • assimilation, cultural maintenance, cultural promotion

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in Topic B or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- **acquire information from print and nonprint resources**
- **record and organize information in note form**
- **analyze and evaluate information, including detecting bias and distinguishing fact from opinion**
- **interpret and summarize materials.**

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will be expected to develop the ability to:

- **express and defend ideas in written form**
- **present ideas through visual/multimedia materials**
- **debate issues effectively**
- **report on research results.**

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will be expected to develop the ability to:

- **work at individual tasks in a group situation**
- **work together in proposing and discussing alternative solutions to issues**
- **cooperate in decision making.**

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions, using process, communication and participation skills.

Students will be expected to develop the ability to:

- **apply critical and creative thinking skills in problem solving and decision making**
- **develop the ability to propose and discuss alternative solutions to issues**
- **develop the skills necessary for composing an argumentative essay**
- **use appropriate inquiry models to answer questions, solve problems and resolve issues.**

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students will be expected to develop:

- **respect for and an appreciation of the uniqueness of Canada**
- **an appreciation of our evolving Canadian heritage**
- **openness to new ideas and opinions about the nature of Canadian society**
- **respect for the right of all Canadian citizens to express alternative points of view**
- **sensitivity to what being Canadian means to different people in different regions of Canada**
- **preference for peaceful resolution of conflict in personal relations and in society as a whole**
- **respect for the many cultural groups in Canada**
- **continuing interest in national, political, social and cultural affairs in Canada**
- **an appreciation of Canada's role as a nation in an interdependent world.**

CANADA IN THE MODERN WORLD

Topic B: Citizenship in Canada

DESCRIPTION

Responsible citizenship requires an understanding of the structure and function of government, as well as a willingness to exercise the rights and duties of citizenship in a changing Canadian society. Citizenship in a democratic country like Canada is based upon the assumption that people will be actively involved in decisions affecting the community and in protecting and respecting basic human rights.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- examine the process whereby decisions affecting themselves and society are made
- design and evaluate alternative methods of providing for the protection of human rights in society
- examine how questions that involve the needs of the individual and the needs of the state are resolved.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities, such as role playing, simulations, debates, presentations or research assignments that give them an opportunity to participate, and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed, using appropriate inquiry strategies (see page 4). Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Examples of Issues

- To what extent should elected representatives represent the views of their constituents or themselves?
- Should an individual be required to participate in political decision making?
- To what extent should Canada pursue a leadership role in working for the protection of human rights?

Examples of Questions

- How can citizens influence decision making by governments in Canada?
- What responsibilities does the individual have in Canadian society?
- How are human rights protected in Canada?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. It is intended that each topic should receive equal

emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: POLITICS AND GOVERNMENT</p> <p><i>Students will be expected to understand that:</i></p> <p>a. politics are a feature of everyday life</p> <p>b. the structure and functions of government in Canada are important</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>decision making organization</p> <p>democracy federalism</p> <p>constitution</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Identify examples of consensus, majority rule, influence, negotiation and compromise at school, community, provincial and national levels (laws, services, etc.)</p> <p>Examine parliamentary democracy in Canada including the following:</p> <ul style="list-style-type: none"> • levels of government <ul style="list-style-type: none"> – federal – provincial – municipal • constitution <ul style="list-style-type: none"> – <i>Constitution Act, 1867</i> (formerly known as the <i>British North America Act [B.N.A.] 1867</i>) – majority and minority rights

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: POLITICS AND GOVERNMENT (continued)</p> <p>c. the political processes are influenced by a variety of groups in the community</p>	<p>representative democracy responsible government</p> <p>division of powers</p> <p>constitutional monarchy parliamentary system</p> <p>mass media</p> <p>interest groups</p>	<ul style="list-style-type: none"> - unwritten constitution - the <i>Constitution Act</i>, 1982 - party system - elections - constituency - civil service • functions of government <ul style="list-style-type: none"> - executive function - legislative function - judicial function • role of the <ul style="list-style-type: none"> - Monarch - Governor General - Prime Minister - Cabinet - Senate - House of Commons - Lieutenant-Governor - Premier - Legislative Assembly - Supreme Court <p>Examine how television and other media are used to create images, communicate demands, disseminate policies and ideas</p> <p>Select examples of how interest groups lobby for change; e.g.:</p> <ul style="list-style-type: none"> • farm groups • consumer groups • environmental groups

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME II: CITIZEN PARTICIPATION</p> <p><i>Students will be expected to understand that:</i></p> <p>a. the degree of citizen participation and the exercise of an individual's political power and responsibilities are influenced by a variety of factors</p> <p>b. the citizen has a role in the political process</p> <p>c. political differences are resolved through a variety of approaches</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>power</p> <p>participation</p> <p>democratic process majority and minority rights negotiation and compromise</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Select an example from each factor for discussion:</p> <ul style="list-style-type: none"> ● demographic factors <ul style="list-style-type: none"> – population distribution and location – urban – rural ● socioeconomic factors <ul style="list-style-type: none"> – income by region – education – occupation – wealth ● cultural factors <ul style="list-style-type: none"> – historical – linguistic – ethnic groups – gender ● geographical factors <ul style="list-style-type: none"> – location – resources <p>Briefly examine citizens' participation in the political process:</p> <ul style="list-style-type: none"> ● voting ● campaigning ● joining parties ● petitioning ● lobbying ● demonstrating ● letter writing <p>Identify ways of resolving differences:</p> <ul style="list-style-type: none"> ● legal actions ● federal/provincial conferences ● royal commissions ● arbitration ● elections ● plebiscite ● referendum

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME III: RIGHTS AND RESPONSIBILITIES</p> <p><i>Students will be expected to understand that:</i></p> <p>a. rights and responsibilities are associated with citizenship</p> <p>b. there are basic human rights that need to be protected</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>rights freedoms justice equality</p> <p>responsibilities</p> <p>human rights discrimination prejudice</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Examine rights (individual and collective) in Canadian society:</p> <ul style="list-style-type: none"> • human • civil • legal • minority • economic • cultural • language • political <p>Examine responsibilities in Canadian society:</p> <ul style="list-style-type: none"> • political <ul style="list-style-type: none"> – franchise • legal <ul style="list-style-type: none"> – jury duty • moral <ul style="list-style-type: none"> – respect for the rights of others • social <ul style="list-style-type: none"> – participating in community activities; e.g., volunteering <p>Develop an understanding of human rights and the need to protect them by briefly examining the following:</p> <ul style="list-style-type: none"> • <i>Universal Declaration of Human Rights</i> • organizations dedicated to the protection of human rights; e.g., Amnesty International, Red Cross • examples of situations where human rights were not protected: <ul style="list-style-type: none"> – Canada; e.g., Aboriginal peoples, War time internment (Japanese Canadians, Ukrainian Canadians, Italian Canadians, German Canadians), Women, Children – International; e.g., Holocaust

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME III: RIGHTS AND RESPONSIBILITIES (continued)</p> <p>c. there are various means that help to protect and preserve rights in Canada</p>	<p>entrenchment of rights safeguarding rights</p>	<p>Explain how the following help to protect human rights:</p> <ul style="list-style-type: none"> • <i>Canadian Charter of Rights and Freedoms, 1982</i> • <i>Aboriginal Rights</i> • <i>Official Languages Act</i> • <i>Alberta Human Rights, Citizenship and Multicultural Act, 1996</i> • human rights commissions • ombudsmen • courts • media

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in Topic A or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- **identify and use relevant information from print and nonprint sources**
- **distinguish between fact and opinion**
- **analyze a variety of alternative positions on a problem or an issue**
- **recognize underlying assumptions on an issue.**

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will be expected to develop the ability to:

- **defend a position in a short, written assignment**
- **convey information and express ideas, using a visual format**
- **express themselves effectively in an oral presentation**
- **present ideas effectively in class discussion.**

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will be expected to develop the ability to:

- **interact effectively with others in a variety of group settings**
- **participate in group decision making**
- **choose appropriate strategies for bringing about change in society.**

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- **develop further the creative and critical thinking skills necessary for responsible citizenship**
- **develop the ability to consider alternatives, make decisions and substantiate choices**
- **examine the processes whereby decisions affecting themselves and society are made**
- **propose and evaluate alternative decision-making models**
- **use appropriate inquiry models to answer questions, solve problems and resolve issues.**

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students will be expected to develop:

- **an appreciation of the rights and responsibilities inherent in the democratic way of life**
- **a willingness to accept responsibility for the consequences of one's actions**
- **an appreciation of and a respect for the rights of others**
- **and value peaceful resolution of conflict**
- **a respect for the rights of others to hold opinions different from one's own**
- **an appreciation of the fact that citizenship involves participation in the community and the nation.**

SOCIAL STUDIES 20

THE GROWTH OF THE GLOBAL PERSPECTIVE

Topic A: Development and Interaction of Nations: Nineteenth Century Europe

DESCRIPTION

The modern world has been influenced by major ideas and forces that have emerged from the nineteenth century European experience. Students will examine nationalism, industrialization, imperialism and international rivalries and their effect on the development and interaction of nations.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- identify underlying values that helped shape ideas and influence events in the European experience
- analyze why certain ideologies developed in the nineteenth century
- assess the influence of selected events and ideas of the nineteenth century on the twentieth century
- compare and contrast examples of nationalism from the nineteenth century with the nature and role of nationalism today.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities, such as role playing, simulations, debates, presentations or research assignments that give them an opportunity to participate, and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed, using appropriate inquiry strategies (see page 4). Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Examples of Issues

- To what extent should governments encourage nationalistic feelings among their people?
- To what extent should nations place their interests above the interests of other nations?
- Should governments control the spread of ideologies within their borders?

Examples of Questions

- Why did revolution occur in France?
- How did the various segments of a particular society adjust to change?
- How did industrialization contribute to the rise of nationalism and imperialism?
- How did the Industrial Revolution contribute to the rise of new ideologies?
- How did quality of life change as a result of industrialization?
- Why did World War I occur?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. It is intended that each topic should receive equal

emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: NATIONALISM</p> <p><i>Students will be expected to understand that:</i></p> <p>a. the emergence of new ideas and forces resulted in changes within society</p> <p>b. a new form of nationalism emerged during the French Revolution</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>revolution</p> <p>egalitarianism individualism</p> <p>nationalism</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Examine ideas and forces that contributed to the French Revolution:</p> <ul style="list-style-type: none"> • intellectual • political • economic • social <p>Identify changes to French society:</p> <ul style="list-style-type: none"> • individual rights • structure of society <p>Examine how this new form of nationalism contributed to the evolution of the modern nation–state:</p> <ul style="list-style-type: none"> • symbols of nationalism

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: NATIONALISM (continued)</p> <p>c. the French Revolution led to the spread of revolutionary ideas throughout Europe</p> <p>d. the revolutionary changes of the Napoleonic period resulted in a conservative reaction</p> <p>e. nationalism continued as a force of change in European society</p>	<p>liberalism</p> <p>conservatism legitimacy</p> <p>change</p>	<p>Examine the changes brought about by revolutionary forces and Napoleon:</p> <ul style="list-style-type: none"> • carrying the ideas of the revolution abroad • centralization of the nation–state <p>Illustrate the changes brought about by the Congress of Vienna:</p> <ul style="list-style-type: none"> • conservative reaction • reaction to nationalism <p>Refer to one or two examples of nationalistic movements; e.g.:</p> <ul style="list-style-type: none"> • Italy • Germany
<p>THEME II: INDUSTRIALIZATION AND IDEOLOGIES</p> <p><i>Students will be expected to understand that:</i></p> <p>a. industrialization resulted in changes in society</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>industrialization urbanization</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Describe changes in methods of production:</p> <ul style="list-style-type: none"> • agricultural revolution • domestic to factory production • subsistence to surplus production <p>Briefly examine the changes brought about by industrialization:</p> <ul style="list-style-type: none"> • political changes <ul style="list-style-type: none"> – Fabian Society – rise of Labour parties • social changes <ul style="list-style-type: none"> – urbanization – impact on the family – role of women – rise of the middle class – rise of the working class – universal education

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME II: INDUSTRIALIZATION AND IDEOLOGIES (continued)</p> <p>b. many modern political and economic ideas and ideologies developed in nineteenth century Europe</p> <p>THEME III: IMPERIALISM</p> <p><i>Students will be expected to understand that:</i></p> <p>a. nations engage in imperialism for a variety of motives</p> <p>b. nations expanded their empires</p>	<p>capitalism conservatism liberalism socialism communism</p> <p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>imperialism</p> <p>colonialism spheres of influence protectorate</p>	<ul style="list-style-type: none"> • cultural changes as illustrated through selected examples from at least one of the following areas: <ul style="list-style-type: none"> – literature – art – music – science – religion <p>Briefly examine ideological changes and ideas as advanced by:</p> <ul style="list-style-type: none"> • Adam Smith • Edmund Burke • John Stuart Mill • Robert Owen • Karl Marx • Others <p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Briefly examine the reasons for imperialism:</p> <ul style="list-style-type: none"> • economic • political • social • cultural • humanitarian • religious <p>Refer to examples of European imperialism on a global scale and the impact of imperialism:</p> <ul style="list-style-type: none"> • on colonies <ul style="list-style-type: none"> – economic – political • on the imperial powers <ul style="list-style-type: none"> – economic – political

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME III: IMPERIALISM (continued)</p> <p>c. the expansion of empires by European nations led to cultural diffusion</p> <p>d. imperialist powers both competed and cooperated</p> <p>THEME IV: INTERNATIONAL CONFLICT</p> <p><i>Students will be expected to understand that:</i></p> <p>a. the pursuit of national interests at the expense of other nations may result in international conflict</p> <p>b. warfare leads to change</p>	<p>cultural diffusion</p> <p>competition</p> <p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>national interest balance of power militarism alliances</p> <p>total war peace treaties</p>	<p>Briefly explain the diffusion of European culture throughout the world</p> <p>Identify examples of conflict and cooperation among the imperialist powers:</p> <ul style="list-style-type: none"> • conflict; e.g.: <ul style="list-style-type: none"> – Fashoda incident – Moroccan crisis – the Middle East – the Balkans • agreements; e.g.: <ul style="list-style-type: none"> – Berlin Conference – partition of China <p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Examine the causes of World War I:</p> <ul style="list-style-type: none"> • emergence of new nations <ul style="list-style-type: none"> – Italy – Germany • competing foreign policies • imperial rivalries • arms race • nationalistic fervour <ul style="list-style-type: none"> – Balkans • alliance system • diplomatic errors <p>Briefly examine the “Great War” to show change:</p> <ul style="list-style-type: none"> • strategies and objectives of the competing powers • technological changes • Wilson’s Fourteen Points • conscription <p>Examine peace treaties; e.g.:</p> <ul style="list-style-type: none"> • Treaty of Brest-Litovsk • Treaty of Versailles

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in Topic B or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- **summarize information from a variety of print and nonprint sources**
- **distinguish among different points of view**
- **make decisions and defend their choice.**

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will be expected to develop the ability to:

- **establish a thesis or take a position, and defend it in a well-written essay**
- **present ideas effectively in class debate**
- **convey information and express ideas, using timelines, charts and concept maps.**

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will be expected to develop the ability to:

- **interact effectively with others in a variety of group settings**
- **participate in group decision making.**

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- **use creative and critical thinking skills in problem-solving and decision-making strategies**
- **consider alternatives, make decisions and substantiate choices**
- **critically examine processes and changes that have affected society**
- **use appropriate inquiry models to answer questions, solve problems and resolve issues.**

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students will be expected to develop:

- **an appreciation of the influence of ideas from the past on society**
- **an awareness of different points of view on issues and episodes in the human experience**
- **respect for the right of others to hold a different point of view**
- **an appreciation of the need to understand the background to events and issues.**

THE GROWTH OF THE GLOBAL PERSPECTIVE

Topic B: Interdependence in the Global Environment

DESCRIPTION

Economic growth and development have led to increased global interdependence. A responsible world citizen needs to be aware of this interdependence and its effect on quality of life. Students will examine, on a global scale, diversity, development, quality of life and alternative futures. This study will include an understanding of different perspectives on global issues.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- analyze examples of global interaction
- evaluate various perspectives on global questions and issues
- evaluate the effect of economic development and technological advancement on quality of life
- present alternative solutions to selected issues.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities, such as role playing, simulations, debates, presentations or research assignments that give them an opportunity to participate, and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed, using appropriate inquiry strategies (see page 4). Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Examples of Issues

- Should individuals be concerned about quality of life in other parts of the world?
- Should developed countries set the standard for quality of life?
- To what extent should environmental concerns restrict economic development?
- Should economic growth and development be a primary goal for all nations?
- To what extent should the world be optimistic about its future?

Examples of Questions

- What is the relationship between global interdependence and economic development?
- What constitutes quality of life?
- What are the consequences of economic development on the environment?
- How will proposed solutions on a particular issue affect quality of life in the future?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. It is intended that each topic should receive equal

emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: GLOBAL DIVERSITY</p> <p><i>Students will be expected to understand that:</i></p> <p>a. diversity and disparity exist in the modern world</p> <p>b. nations are interdependent</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>diversity disparity</p> <p>interdependence interaction</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Illustrate diversity and disparity through a brief overview of world geography:</p> <ul style="list-style-type: none"> ● geographic regions ● political alignments ● economic zones ● cultural/ethnic groups <p>Introduce the concept of interdependence among nations; e.g.:</p> <ul style="list-style-type: none"> ● trade ● technology ● markets ● communications ● migration ● transportation

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME II: ECONOMIC DEVELOPMENT AND INTERDEPENDENCE (continued)</p> <p>c. countries approach economic expansion in different ways</p> <p>d. development is a complex issue influenced by local and international factors</p> <p>THEME III: QUALITY OF LIFE</p> <p><i>Students will be expected to understand that:</i></p> <p>a. quality of life is composed of a variety of factors</p> <p>b. quality of life is defined from different perspectives</p>	<p>economic growth developing nations foreign assistance</p> <p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>quality of life</p> <p>perspectives consumerism</p>	<p>Use case studies of economic development to illustrate various approaches:</p> <ul style="list-style-type: none"> • examples should include successful and unsuccessful approaches <p>Identify those factors that contributed to the success or failure in each case study above. Consider how the approaches might work in other situations</p> <p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Explain quality of life by examining:</p> <ul style="list-style-type: none"> • economics <ul style="list-style-type: none"> – standard of living – basic material needs – industrial development – technological development • culture <ul style="list-style-type: none"> – personal/societal views – cultural perspectives – spiritual beliefs – tradition/change • human rights considerations <ul style="list-style-type: none"> – basic human rights – individual rights – collective rights <ul style="list-style-type: none"> • Compare the emphasis on technological advancement and economic growth with at least one other perspective

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME IV: ALTERNATIVE FUTURES: POSSIBILITIES FOR CHANGE (continued)</p> <p>c. there are potential solutions to global concerns</p>	<p>sustainable development</p>	<p>Study several examples to illustrate solutions to global problems; e.g.:</p> <ul style="list-style-type: none"> • consumer awareness • education • new food sources • transportation/communications • alternative energy sources • waste management • medical advances • atmospheric regulations • appropriate technology • volunteerism • social action

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in Topic A or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- **summarize materials after listening to and observing presentations**
- **interpret and use information from maps, graphs, charts and tables**
- **identify appropriate information and ideas as evidence to support a point of view**
- **develop and evaluate proposed solutions.**

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will be expected to develop the ability to:

- **use comparisons and examples in a written presentation**
- **present information effectively in a group forum**
- **convey information by producing illustrations of proposed solutions**
- **use quotes and references to provide support for their views (footnotes, bibliographies).**

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will be expected to develop the ability to:

- **participate in an informed way in discussions on global issues that affect society**
- **resolve differences of opinion by debating reasonably and rationally**
- **work effectively with others in a variety of group settings.**

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- **consider alternative perspectives, make decisions and substantiate choices regarding global issues**
- **examine the processes whereby decisions affecting themselves and global society are made**
- **use appropriate inquiry models to answer questions, solve problems and resolve issues about interdependence in the global environment**
- **evaluate alternative solutions on global issues.**

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students will be expected to develop:

- **an appreciation of the diversity that exists in the world**
- **an appreciation that different perspectives exist on quality of life**
- **an awareness and appreciation of the interdependent nature of the world**
- **a willingness to consider a variety of perspectives on global issues and questions.**

SOCIAL STUDIES 30

THE CONTEMPORARY WORLD Topic A: Political and Economic Systems

DESCRIPTION

The twentieth century has been dominated by interactions among nations. These nations are organized into different political and economic systems. In order to better-understand the contemporary world, students will critically examine the underlying theories and principles of these systems. Students will also develop an understanding of the main features of political and economic systems and the circumstances under which political and economic systems are developed, challenged and changed in practice. Students should focus on individual and group roles in various political and economic systems and the appropriate balance between the collective good and individual interests.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- analyze and compare features and underlying principles of political and economic systems
- assess why political and economic systems differ in theory and practice
- defend their choice of the most desirable and effective features of selected political and economic systems
- suggest changes that political and economic systems could incorporate to better serve the needs and interests of individuals and society.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities, such as role playing, simulations, debates, presentations or research assignments that give them an opportunity to participate, and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed, using appropriate inquiry strategies (see page 4). Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry. Issues and questions should be selected in a manner that covers both the political and economic components of the topic.

Examples of Issues

- To what extent should political decision making be restricted to a particular group in society?
- To what extent should political and economic systems emphasize the collective good or individual interests?
- Should a government intervene in an economic system to protect the interests of society?
- To what extent should minority rights be protected in society? Should there be limits on the rights of the majority?

Examples of Questions

- How are the rights and responsibilities of the individual provided for in various political and economic systems?
- What features of the Canadian political and economic system allow individuals to participate in decision making?
- What similarities and differences exist between ideological theory and practice in various political and economic systems?
- How do political and economic systems adapt to meet the challenges of changing circumstances?
- In what ways does the Canadian government intervene in the Canadian economic system?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. It is intended that each topic should receive equal

emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: POLITICAL AND ECONOMIC SYSTEMS IN THEORY</p> <p><i>Students will be expected to understand that:</i></p> <p>a. ideologies contain beliefs and ideas about human nature and are used to explain and justify political and economic systems</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>ideology individualism collectivism</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Identify the principle features of:</p> <ul style="list-style-type: none"> ● liberalism ● conservatism ● socialism ● capitalism ● fascism ● communism ● anarchism

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: POLITICAL AND ECONOMIC SYSTEMS IN THEORY (continued)</p> <p>b. political systems are organized to allocate political power that involves the authority to make and to implement decisions in society</p> <p>c. political systems may be organized in a democratic manner</p>	<p>power decision making</p> <p>democracy</p>	<p>Examine the role of the following in the allocation of power and the organization and operation of political systems:</p> <ul style="list-style-type: none"> • constitution <ul style="list-style-type: none"> – executive power – legislative power – judicial power • structure of government <ul style="list-style-type: none"> – federal – unitary • laws, rules and regulations as they apply to: <ul style="list-style-type: none"> – political parties – voters – systems of representation – interest groups – media – dissemination of information – limits on dissent – role of the military, police, civil service <p>Briefly identify the major types, characteristics and features of democratic systems:</p> <ul style="list-style-type: none"> • types <ul style="list-style-type: none"> – direct/representative – parliamentary – presidential • characteristics/features <ul style="list-style-type: none"> – majority rule – citizenship participation – accountability of government to the people – minority rights – guarantee of individual rights and freedoms – opposition – limits on dissent – provision for changes to the system – political parties – electoral systems

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: POLITICAL AND ECONOMIC SYSTEMS IN THEORY (continued)</p> <p>d. political systems may be organized in a dictatorial manner</p> <p>e. economic systems are organized to deal with the production and distribution of goods and services in society</p>	<p>dictatorship</p> <p>scarcity</p>	<p>Briefly identify the major types, characteristics and features of dictatorship:</p> <ul style="list-style-type: none"> • types <ul style="list-style-type: none"> – autocracy – oligarchy – majority tyranny – minority tyranny – absolute monarchy – military dictatorship • characteristics/features <ul style="list-style-type: none"> – authoritarian – totalitarian – use of force – control of media – controlled participation – limits on dissent – lack of accountability – provision for changes to the system – indoctrination – direction of popular discontent <p>Examine the basic economic questions that must be answered in any economic system:</p> <ul style="list-style-type: none"> • what to produce? <ul style="list-style-type: none"> – limits – choices/opportunity costs • how to produce? <ul style="list-style-type: none"> – land/labour/capital • how to distribute? <ul style="list-style-type: none"> – allocation of goods/services • who makes the decisions about the allocation of resources, methods of production and the distribution of goods and services?

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: POLITICAL AND ECONOMIC SYSTEMS IN THEORY (continued)</p> <p>f. economic systems may be based on the principles of private enterprise</p> <p>g. economic systems may be based on principles of public enterprise</p>	<p>private enterprise capitalism market economy</p> <p>public enterprise socialism centrally planned economy</p>	<p>Identify the major characteristics of a private enterprise system:</p> <ul style="list-style-type: none"> • private property • competition • individual incentive • invisible hand • supply and demand • how the basic economic questions are answered <p>Identify the major characteristics of a public enterprise system:</p> <ul style="list-style-type: none"> • collective property • cooperation • group incentive • central planning • how the basic economic questions are answered
<p>THEME II: POLITICAL AND ECONOMIC SYSTEMS IN PRACTICE</p> <p><i>Students will be expected to understand that:</i></p> <p>a. in practice, political and economic systems differ from theory</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>mixed economy adaptation tradition</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Use Canada, the United States of America, the Soviet Union, Nazi Germany and Sweden as examples to show how ideas and ideologies are used in practice</p> <p>Refer to other current examples to illustrate how systems differ from theory</p>

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME II: POLITICAL AND ECONOMIC SYSTEMS IN PRACTICE (continued)</p> <p>b. political and economic systems adapt to new ideas and changing circumstances</p> <p>c. political leaders achieve, exercise and maintain power in different ways in democracies and dictatorships</p>	<p>collectivization privatization nationalization intervention depression business cycle deregulation</p> <p>majority rule totalitarianism elitism accountability</p>	<p>Briefly examine political and economic changes in:</p> <ul style="list-style-type: none"> • Canada <ul style="list-style-type: none"> – role of government – monetary policy – fiscal policy • the United States of America <ul style="list-style-type: none"> – Great Depression – New Deal – Keynesian economics/ demand-side economics – Reaganomics/supply-side economics • the Soviet Union <ul style="list-style-type: none"> – under the leadership of Lenin and Stalin – under the leadership of Gorbachev (glasnost and perestroika) • an economy in transition; e.g.: <ul style="list-style-type: none"> – Russia, China • Sweden <ul style="list-style-type: none"> – welfare state <p>Examine how political power was achieved, exercised and maintained in democracies and dictatorships:</p> <ul style="list-style-type: none"> • Canada; e.g.: <ul style="list-style-type: none"> – responsible government • the United States of America; e.g.: <ul style="list-style-type: none"> – separation of powers • the Soviet Union; e.g.: <ul style="list-style-type: none"> – the Russian Revolution and the role of the Communist Party • Nazi Germany; e.g.: <ul style="list-style-type: none"> – the role of Hitler and the Nazi Party

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME II: POLITICAL AND ECONOMIC SYSTEMS IN PRACTICE (continued)</p> <p>d. the role of the individual in society is affected by the emphasis placed on collective good or individualism</p> <p>e. new issues and ideas challenge traditional political and economic beliefs and practices</p>	<p>individualism collectivism political rights economic rights minority rights democratic socialism neo-conservatism</p> <p>human rights justice human survival globalization</p>	<p>Briefly consider the role of laws, rules and regulations, and basic rights, as well as responsibilities of the individual in:</p> <ul style="list-style-type: none"> • Canada • the United States of America • the Soviet Union • Sweden • Nazi Germany <p>Identify recent issues that illustrate the need for change and adaptation in existing political and economic arrangements. These may involve issues drawn from:</p> <ul style="list-style-type: none"> • environmental concerns • changing economic conditions • changing ideological perspectives

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in Topic B or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- **access and use appropriate sources of information**
- **synthesize information and ideas**
- **determine underlying assumptions of a statement or position**
- **formulate and evaluate alternative conclusions, solutions and decisions**
- **logically defend a position on an issue or a problem.**

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will be expected to develop the ability to:

- **develop a thesis and support it in a well-written essay**
- **express ideas and information by constructing graphs, charts, concept maps and timelines**
- **effectively defend a point of view, orally or in writing.**

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will be expected to develop the ability to:

- **work effectively with others in a group setting to reach consensus or compromise**
- **assume appropriate leadership and support roles**
- **use a variety of skills in an appropriate manner—exhibit confidence in own ideas and work, but present them in a considerate manner.**

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- **design, select and use appropriate inquiry strategies to answer questions, solve problems and make decisions**
- **demonstrate maturity of thought in stating and defending a position**
- **use creative analogy and metaphor to show relationships or to describe a situation.**

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students will be expected to develop:

- **an appreciation of independent and critical thinking about significant social issues**
- **intellectual curiosity, open-mindedness and interest in current issues related to political and economic systems**
- **an appreciation of the strengths and weaknesses of different economic and political systems**
- **and demonstrate a commitment to citizenship in democratic systems.**

THE CONTEMPORARY WORLD

Topic B: Global Interactions

DESCRIPTION

Nations have used a variety of means to protect, sustain and enhance their national interests. Interaction among nations has increased global interdependence. World peace and security depend on limiting confrontations and increasing cooperation and understanding. Individuals, groups and nations must make informed decisions on issues regarding their interests and global survival. In order to gain an understanding of the contemporary world, students will focus on the motives, consequences and alternative choices in twentieth century global interactions since World War I.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- evaluate the desirability and effectiveness of the strategies and techniques used by individuals and governments to further their national interests
- analyze international events to determine their impact on people and on global cooperation and understanding
- evaluate and assess a variety of viewpoints on international issues before forming an opinion
- propose solutions to international problems, and assess the viability of the alternatives.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities, such as role playing, simulations, debates, presentations or research assignments that give them an opportunity to participate, and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed, using appropriate inquiry strategies (see page 4). Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Examples of Issues

- Should individuals, groups and nations pursue international stability at the expense of national interests?
- Should international organizations be used to achieve global collective security?
- Should nations form alignments to protect their own interests, or to further international understanding?
- Should nations pursue national interests beyond their boundaries?

Examples of Questions

- What motivates nations to take on particular roles in international affairs?
- What are the major causes of twentieth century confrontations?
- What agencies exist to encourage cooperation among states?
- What role can an individual or group play in international affairs?
- How has the power and influence of nations shifted in the course of the twentieth century?
- Does the nation-state still have a role in the global economy?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. It is intended that each topic should receive equal

emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: INTERNATIONAL CONFRONTATION AND COOPERATION: AN INTRODUCTION</p> <p><i>Students will be expected to understand that:</i></p> <p>a. international confrontations arise from a variety of motives and result in different types of interactions</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>confrontation</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Briefly illustrate the following motives and forms of international confrontation:</p> <ul style="list-style-type: none"> ● motives <ul style="list-style-type: none"> – nationalism – self-determination – expansionism – ideology/beliefs ● forms of confrontation <ul style="list-style-type: none"> – total war – limited war – guerrilla war – terrorism – brinkmanship – diplomatic – economic

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: INTERNATIONAL CONFRONTATION AND COOPERATION: AN INTRODUCTION (continued)</p> <p>b. international cooperation arises from a variety of motives and results in different forms of cooperation</p>	<p>cooperation</p>	<p>Briefly illustrate the following motives and forms of international cooperation:</p> <ul style="list-style-type: none"> • motives <ul style="list-style-type: none"> – collective security – internationalism – nationalism – balance of power – economic prosperity – humanitarianism – global survival • forms of cooperation <ul style="list-style-type: none"> – alliances – economic blocs – political groupings – regional organizations – international organizations – agreements – non-governmental organizations; e.g., cultural groups, popular movements
<p>THEME II: GLOBAL INTERACTIONS: INTERWAR PERIOD AND WORLD WAR II</p> <p><i>Students will be expected to understand that:</i></p> <p>a. international agreements may create the grounds for future confrontations</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>nationalism national security self-determination</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Review the situation at the end of World War I and the <i>Treaty of Versailles</i> to illustrate how the settlements contributed to future confrontations:</p> <ul style="list-style-type: none"> • territorial adjustments • arms restrictions • reparations • limitations on sovereignty • war guilt clause

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME II: GLOBAL INTERACTIONS: INTERWAR PERIOD AND WORLD WAR II (continued)</p> <p>b. attempts at international cooperation are sometimes successful</p> <p>c. security arrangements may strengthen or undermine global systems of collective security</p> <p>d. expansionist foreign policy may arise from a variety of motives or circumstances and elicit a variety of responses</p> <p>e. World War II altered both the nature of warfare and the international balance of power</p>	<p>internationalism</p> <p>regional security global collective security alliances appeasement</p> <p>economic security ideologies expansionism</p> <p>conflict total war genocide balance of power justice human rights</p>	<p>Identify various forms of international cooperation in the interwar period:</p> <ul style="list-style-type: none"> • League of Nations • Treaties/agreements: Dawes Plan, Kellogg-Briand Pact, Locarno • conferences <p>Examine the search for security in the 1920s and 1930s by referring to:</p> <ul style="list-style-type: none"> • global collective security: <ul style="list-style-type: none"> – League of Nations • regional security arrangements: <ul style="list-style-type: none"> – Little Entente • isolationism: <ul style="list-style-type: none"> – United States of America • treaties: <ul style="list-style-type: none"> – Munich Agreement – Nazi–Soviet Non-aggression Pact <p>Examine the policies and motives of nations who promoted or opposed expansionism in the 1930s by referring briefly to the circumstances faced by:</p> <ul style="list-style-type: none"> • Germany • Italy • Japan • the Soviet Union • France • Great Britain • the United States of America <p>Briefly examine the impact of World War II:</p> <ul style="list-style-type: none"> • brief overview of the war <ul style="list-style-type: none"> – the expansion of the Axis Powers – the Grand Alliance – the defeat of the Axis Powers and unconditional surrender

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME II: GLOBAL INTERACTIONS: INTERWAR PERIOD AND WORLD WAR II (continued)</p> <p>THEME III: THE RISE AND INTERACTION OF THE SUPERPOWERS (1945–1991)</p> <p><i>Students will be expected to understand that:</i></p> <p>a. a shift in the balance of power results in new alignments among nations</p> <p>b. the emergence of new nation-states influenced the foreign policies of the superpowers</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>balance of power spheres of influence containment cold war</p> <p>decolonization guerrilla warfare limited war</p>	<ul style="list-style-type: none"> • the changing nature of warfare <ul style="list-style-type: none"> – blitzkrieg – the Holocaust – civilian bombing – Hiroshima/Nagasaki • concern about justice and human rights <ul style="list-style-type: none"> – <i>Atlantic Charter</i> – war crimes • war time conferences <ul style="list-style-type: none"> – Yalta – Potsdam <p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Briefly describe the emergence of the cold war in Europe and Asia:</p> <ul style="list-style-type: none"> • the Iron Curtain • Marshall Plan • Truman Doctrine • Berlin Blockade • NATO • COMECON • Warsaw Pact • Korean War • SEATO <p>Briefly examine how issues raised by the emergence of new nations influenced the foreign policy of the superpowers:</p> <ul style="list-style-type: none"> • Israel and the Middle East • China (1949) • Vietnam

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME III: THE RISE AND INTERACTION OF THE SUPERPOWERS (1945–1991) (continued)</p> <p>c. international arrangements for global peace and stability take into account the realities of power</p> <p>d. the superpowers have faced pressures of self-determination within their spheres of influence</p> <p>e. the development of nuclear weapons has been viewed as both a stabilizing and a destabilizing influence in international relations</p>	<p>global collective security</p> <p>terrorism non-alignment civil war self-determination</p> <p>brinkmanship deterrence detente peaceful coexistence arms race disarmament</p>	<p>Describe the structure, procedures and role of the United Nations in maintaining international peace:</p> <ul style="list-style-type: none"> • General Assembly • Security Council • peacekeeping forces <p>Briefly examine the challenges faced by the Soviet Union in Eastern Europe and Afghanistan, and the United States of America in Cuba, Nicaragua and the Middle East</p> <p>Identify the following as examples of stabilizing or destabilizing developments:</p> <ul style="list-style-type: none"> • nuclear arms control treaties: <ul style="list-style-type: none"> – Strategic Arms Limitations Talks (SALT) – Strategic Arms Reduction Treaty (START) • nuclear arms confrontation: <ul style="list-style-type: none"> – Cuban Missile Crisis • nuclear arms technology: <ul style="list-style-type: none"> – cruise missiles – Strategic Defence Initiative (SDI) • international conferences; e.g.: <ul style="list-style-type: none"> – summit conferences – European security conferences

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME IV: CONTEMPORARY GLOBAL INTERACTIONS</p> <p><i>Students will be expected to understand that:</i></p> <p>a. global interactions are increasingly influenced by economic developments</p> <p>b. nations form regional organizations to solve common problems</p> <p>c. concern for global peace, human rights and the environment has emphasized the need for international cooperation and understanding</p> <p>d. concern for global peace and stability has been heightened by the emergence of new states and the disintegration of others</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>interdependence</p> <p>regional cooperation</p> <p>humanitarianism environmentalism</p> <p>self-determination national sovereignty supranationalism</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Briefly examine the impact on the international community of the following:</p> <ul style="list-style-type: none"> • growth of multinational corporations • shifts in industrial production; e.g., Pacific Rim nations • international debt • globalization; e.g., WTO, IMF, G7/G8 Nations, World Bank, free trade agreements <p>Describe the purpose for regional cooperation by examining the European Union and one other organization; e.g., North American Free Trade Agreement (NAFTA)</p> <p>Identify the role of the following in international cooperation and understanding:</p> <ul style="list-style-type: none"> • <i>Universal Declaration of Human Rights</i> • UN initiatives and agencies • Helsinki Agreements • Amnesty International • non-nuclear arms control <p>Briefly examine the emergence and disintegration of states, as a challenge to world peace and security, resulting from:</p> <ul style="list-style-type: none"> • 1989 revolutions in Eastern Europe • the re-unification of Germany • the disintegration of states; e.g., Soviet Union, Yugoslavia

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME IV: CONTEMPORARY GLOBAL INTERACTIONS (continued)</p>		<p>Briefly examine the following as examples of challenges to world peace and security and responses to them:</p> <ul style="list-style-type: none"> • Gulf War • nuclear proliferation • ethnic conflict/civil wars/tribal conflict • peacekeeping • peace making • changing roles of alliances

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in Topic A or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- **prepare, interpret and analyze retrieval charts, concept maps, timelines, graphs and maps**
- **critically evaluate the message in visual material, and identify the purpose and intended audience**
- **analyze information from a variety of sources, compare different points of view and predict outcomes**
- **propose and evaluate solutions to international problems.**

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will be expected to develop the ability to:

- **express ideas clearly in oral form for a variety of purposes and audiences**
- **write persuasively and effectively to support one's point of view**
- **construct and use visual aids to support ideas.**

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will be expected to develop the ability to:

- **display self-confidence and respect for the opinion of others when discussing social issues**
- **work effectively with others in a variety of group settings**
- **participate effectively in social and political processes.**

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- **explain the cause and effect relationships among historical events**
- **establish relationships between historical events and present circumstances**
- **evaluate strategies used by nations, organizations and individuals in dealing with international problems**
- **use appropriate inquiry models to answer questions, solve problems and resolve issues regarding international interactions.**

University of Alberta Library



0 1620 1214 8480